

THE USE OF SOCRATIC SEMINAR IN TEACHING SPEAKING ON HORTATORY EXPOSITION TEXT

Melia Andriyani, Gatot Sutapa, Bambang Wijaya

English Education Study Program, Language and Art Education Department
Teacher Training and Education Faculty of Tanjungpura University, Pontianak
Email: meliaandriyani@gmail.com

Abstrak: Penelitian ini dilakukan di kelas XI SMA Negeri 2 Pontianak di tahun ajaran 2013/2014 yang bertujuan untuk mengetahui apakah benar atau tidak kegunaan teknik Socratic Seminar efektif untuk mengajar berbicara dan mengetahui berapa besar keefektifan kegunaan Socratic Seminar teknik di dalam meningkatkan kemampuan berbicara bahasa Inggris siswa melalui teks hortatory exposition. Desain penelitian yang digunakan adalah experimental semu non-equivalent control group design. Teknik samplingnya adalah cluster dan sample penelitiannya adalah kelas IPA 3 sebagai kelas eksperimen dan kelas IPA 4 sebagai kelas kontrol. Berdasarkan hasil keefektifan, t -test lebih besar dari t -table dan hal tersebut mendukung hipotesis alternatif untuk diterima. Sedangkan efek dari teknik yang dilakukan menunjukkan angka 0.99 dan itu menandakan bahwa efek yang diberikan sangat besar. Kesimpulannya adalah Socratic Seminar efektif dan memberikan pengaruh yang besar dalam pencapaian kemampuan berbicara pada siswa.

Kata Kunci : Socratic Seminar, Berbicara, Teks Hortatory Exposition

Abstract: This research was conducted to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014. The purposes are to know whether or not the use of Socratic Seminar technique effective in teaching speaking on hortatory exposition text and to know how significant the effectiveness of the use of Socratic Seminar is in improving students' speaking on hortatory exposition text. A Quasi-experimental with non-equivalent control group design was used by the writer as the research method. Cluster sampling is the technique sampling and the samples of this research were class IPA 3 as the experimental group and class IPA 4 as the control group. The computation of t -test is higher than t -table, therefore the alternative hypothesis is accepted. The effect size of the treatment was 0.99 and it was qualified as very strong. The results of this research are the Socratic Seminar technique is effective and strong effect toward students' speaking achievement.

Keywords: Socratic Seminar, Speaking, Hortatory Exposition Text

Communication is the activity of conveying information through the exchange of thoughts, ideas and information. Speaking is part of communication and one of the fundamental parts in a language. As a foreign language, teaching speaking in English has its difficulties. According to the writer's observation to the students' speaking ability at some Senior High School in Pontianak, there are many students did not speak well because they hesitated when they talked. They were not confident when they delivered opinions in speaking class. They were also less motivated in learning speaking.

The monotonous teaching technique applied in speaking classroom, made the students get bored easily and uninterested in speaking English subject. It's important for the writer to provide an appropriate technique for the students in order to give them opportunity to express their ideas, so that they were familiar to think and speak in English language. If the students feel confident enough with their ability in speaking automatically they do not feel hesitate when they talked to express their ideas to the others.

The mastery of speaking skills in English is a priority for many foreign-language learners. Therefore, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard, 2008:19). In designing speaking activities or instructional materials for foreign-language teaching, it is also necessary to recognize the very different functions of speaking performs in daily communication and the different purposes for the students.

In teaching speaking, classroom atmosphere has important roles. It can determine students achievement whether it's good atmosphere or not. As a facilitator, teacher should provide interactive classroom to the students where the students will actively participate the teaching learning process. According to Brown (2001:167-168), there are five roles of the interactive teacher, they are: (1) Teacher as controller, the teacher is the master controller who determine what the students do, when they should speak, and what language forms they should use. (2) Teacher as director, the teacher is like a conductor of an orchestra or a director of drama. The students engage in either rehearse or spontaneous language performance, its teacher jobs to keep the process flowing smoothly and efficiently. (3) Teacher as manager, the teacher as the person who plans lessons, modules, courses, and the person who plans the time that is needed in every segments of teaching learning process. (4) Teacher as facilitator, the teacher as the facilitator is the person who facilitates the process of learning, of making learning easier to the students. (5) Teacher as resource, the teacher is the source of materials or knowledge.

In teaching process, the teacher should be sensitive of the problems which occur in the classroom. According to Lawtie (2004), there are three problems which often occur during speaking class. Those problems are: (1) Students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) When students work in pairs or groups, they just end up chatting in their own language, and (3) When all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

In line with Lawtie's statements above, the writer had an informal discussion with an English teacher at SMA Negeri 2 Pontianak, the teacher stated that it was very hard to make the students want to speak when they were not interested in the topic. Then, it was very difficult to control the classroom because when she would like to score the students one by one, the other students would be busy to chat each other. Those all problems inspired the writer to conduct a research by applying a technique that has never been applied in that classroom. The technique which was applied in the classroom was Socratic Seminar technique. In this research the writer believes that this technique can improve students' speaking on hortatory exposition text.

Socratic seminar is one of the techniques that is appropriate to cover students' problems in speaking because this technique is kind of discussion based on the text, so students can express their opinion and share with the others in form of discussion section. In Socratic Seminar, students should pay attention and sharpen their thinking to solve and respond to the other thoughts. They also learned to work cooperatively to share their opinions. Socratic seminar is a technique that requires the students to discuss certain topic based on the text. According to Parker in Wooden (2012:4), purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Socratic seminar, participants systematically use speaking skill by questioning and examining issues and principles related to a particular content, and articulating different opinions based on the text. It can help students to develop their understanding about the text itself and also increase their ability in speaking. A good seminar consists of four interdependent elements: (1) the text being considered, (2) the questions, (3) the seminar leader, and (4) the participants.

The previous research was conducted by Ihda, students of Training and Education Faculty of Surakarta, Sebelas Maret University (2012) who applied Socratic Seminar in tenth grade of Senior High School in SMA Negeri 2 Boyolali in academic year 2011/2012. The purpose of her research was to ascertain whether or not the application Socratic Seminar circle with images media affected the student's creative thinking skill. She found that the application of Socratic circle with images media affected the student's creative thinking skill. Based on that finding, the writer focused on doing a similar research but it concerned on teaching speaking on hortatory exposition text to eleventh grade of Senior High School in SMA Negeri 2 Pontianak. Furthermore, the purpose of this research is not only to know whether or not the Socratic Seminar technique is effective but also to find out how significant the effectiveness of the use of Socratic Seminar in teaching speaking on hortatory exposition text to eleventh grade of Senior High School in SMA Negeri 2 Pontianak.

Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the standard competence of English teaching speaking skills to the eleventh grade students of Senior High School were students can understand the meaning of the simple text in different functional form of short spoof, narrative and hortatory exposition text in the context of daily life and to access knowledge. According to the indicator, students are able to express their ideas in form of dialogue in hortatory text. The writer's goal in this research is to develop students' speaking skill in interactional function and interpersonal communication which focuses on social interaction with other in surrounding to build and maintain relationship.

Based on the reasons and phenomena above, in this research, the writer used Quasi-experimental study with non-equivalent control group design to find out the effectiveness and how significant is the effectiveness of Socratic Seminar to increase the achievement of eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014 in speaking on hortatory exposition text.

METHOD

The writer used quasi-experimental with non-equivalent control group design in order to achieve the goal of this research. Muijs (2004:18) explained that the quasi experimental study is conducted by dividing the subjects into two groups: experimental and control group. This technique was employed with the non-equivalent control group in which writer studies on and compares both experimental and control group. Cohen et al. (2007:283) explained that one of the most commonly used quasi-experimental in education can be represented as:

Table 1
Quasi-experimental with Non-equivalent Control Group Design

Experimental	O₁	X	O₂
Control	O₃		O₄

Notes:

O₁ : Pretest for experimental group

O₂ : Posttest for experimental group

O₃ : Pretest for control group

O₄ : Posttest for control group

X : Treatment

----- : Explained the two groups are not assigned randomly

The size of population is the number of people or observations. Creswell (2008: 151) says "A population is a group of individuals who have the same characteristic". The population of this research was the eleventh grade students of SMA Negeri 2 Pontianak. The number of population was 248 students. Sample is a subset of the population that is representative of the whole population. According to Creswell (2008:152), sample as a group of the target population that the researcher plans to study. For this research the writer took two classes by using cluster sampling. The writer assumed that the types of both classes are homogenous and their ability in English was almost similar. IPA 3 as the experimental group that was treated by Socratic Seminar technique and IPA 4 as control group that was treated by particular learning context usually done in the classroom mostly by the explanation of the teacher, both of two classes were consist of 34 students.

In this research, the writer applied measurement technique by assessing students speaking dialogue on hortatory exposition text to measure students speaking ability. The result of their speaking was evaluated based on the recorded performance. The measurement was administered twice, at the first meeting before the treatment was given (pre-test), and the second after the treatment was given (post-test). The result of both pre-test and post-test were measured by t-test in order to have the interval score of both tests, to know the significance of improvement of students achievement in their speaking skill. The writer measured the students' performance in speaking on hortatory expositional text. The pre-test and post test had the same items in order to see whether the treatments given has effects to the students' performances. The

writer asked the students to speak up in form of dialogue on the certain topic of hortatory exposition text. In doing this, the writer needs tools to collect the data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this research, pretest was conducted for obtaining the students' precondition of speaking ability on hortatory exposition text before treated by Socratic Seminar technique. Each student had to speak in form of dialogue with their pair about hortatory exposition text and the computations of students' mean score of pre-test each group can be seen as follows:

→ Students' mean score of pre-test of the control group:

$$MC_1 = \frac{\sum X_1}{N} = \frac{2240}{34} = 65.88$$

The result of students' mean score of pre-test of the control group is (65.88). The result shows that the mean score of control group before giving the treatment is lower than the standard competence score of speaking skill that is (78.00).

→ Students' mean score of pre-test of the experimental group:

$$ME_1 = \frac{\sum X_1}{N} = \frac{2320}{34} = 67.65$$

The result of students' mean score of pre-test of the experimental group is (67.65). The result shows that the mean score of experimental group before giving the treatment is lower than the standard competence score of speaking skill that is (78.00).

Furthermore, the writer gave different treatments for both groups (control and experimental group). Then, the writer gave posttest to them. The posttest was conducted to know the students' condition after the treatments were given. The computations of students' mean score of post-test each group can be seen as follows:

→ Students' mean score of post-test of the control group:

$$MC_2 = \frac{\sum X_2}{N} = \frac{2410}{34} = 70.88$$

The result of students' mean score of post-test of the control group is (70.88). The result shows that the mean score of control group after giving the treatment is lower than the standard competence score of speaking skill that is (78.00).

→ Students' mean score of post-test of the experimental group:

$$ME_2 = \frac{\sum X_2}{N} = \frac{2610}{34} = 79.12$$

The result of students' mean score of post-test of the experimental group is (79.12). The result shows that the mean score of experimental group

after giving the treatment is higher than the standard competence score of speaking skill that is (78.00).

After found the students' mean score of post test, the writer would like to know about the different score of each group and the calculations can be seen as follows:

→ The different of students' mean score in the control group (MD_1)

$$MD_1 = M_2 - M_1 = 70.88 - 65.88 = 5.00$$

→ The different of students' mean score in the experimental group (MD_2)

$$MD_2 = M_2 - M_1 = 79.12 - 67.65 = 11.47$$

The result of students' different score of pre-test and post-test of control group is (5.00) and result of students' different score of pre-test and post-test of experimental group is (11.47). Based on the result, it shows that the different score of experimental group is bigger than the different score of control group that is ($5.00 \leq 11.47$).

After the writer found the result of different score of each group, the writer would like to know the interval score of each group. The calculation can be seen as follows:

→ The interval of students' mean score (MD)

$$MD = \bar{X}_2 - \bar{X}_1 = MD_2 - MD_1 = 11.47 - 5.00 = 6.47$$

It shows that the result of the interval of students' mean score in this research is (6.47).

In this research have two research questions that should answer, and to answer those research question the writer need to calculate the standard deviation of each group, the test significance of students' score, and the effect size of the treatment. The calculations can be seen as follows:

→ The standard deviation of the control group (SC)

$$\begin{aligned} SC &= \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n}} = \sqrt{\frac{1700 - \frac{(-170)^2}{34}}{34}} \\ &= \sqrt{\frac{1700 - \frac{(28900)}{34}}{34}} = \sqrt{\frac{1700 - 850}{34}} = \sqrt{\frac{850}{34}} \\ &= \sqrt{25} \\ &= 5.00 \end{aligned}$$

→ The standard deviation of the experimental group (SE)

$$\begin{aligned}
 SE &= \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n}} = \sqrt{\frac{6700 - \frac{(390)^2}{34}}{34}} \\
 &= \sqrt{\frac{6700 - \frac{(152100)}{34}}{34}} = \sqrt{\frac{6700 - 4473.53}{34}} \\
 &= \sqrt{\frac{2226.47}{34}} = \sqrt{65.4844} \\
 &= 8.09
 \end{aligned}$$

The result of the standard deviation of control group is (5.00) and the result of the standard deviation of experimental group is (8.09). The result shows that the standard deviation score of experimental group is higher than the standard deviation score of control group that is (5.00).

→ The test significance of the students' score (*t*)

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}} \\
 &= \frac{11.47 - 5.00}{\sqrt{\frac{(34 - 1)(8.09)^2 + (34 - 1)(5.00)^2}{34 + 34 - 2} \left[\frac{1}{34} + \frac{1}{34} \right]}} \\
 &= \frac{6.47}{\sqrt{\frac{266.97 + 165}{66} \left[\frac{2}{34} \right]}} = \frac{6.47}{\sqrt{\frac{431.97}{66} \left[\frac{2}{34} \right]}} \\
 &= \frac{6.47}{\sqrt{6.545[0.06]}} = \frac{6.47}{\sqrt{0.39}} = \frac{6.47}{0.62} = 10.44
 \end{aligned}$$

The result of the *t*-test is (10.44). The degree of freedom in this research is 66 because $N_1 + N_2 - 2$ ($34 + 34 - 2$), and the *t*-table α (0.05). The *t*-table with degree of freedom of (66) is (2.00). Because of the result of computation of *t*-test in this research is (10.44), it means that the *t*-value (10.44) is higher than *t*-table (2.00). Therefore, the null hypothesis (H_0) in this research is rejected and the alternative hypothesis (H_a) is accepted. It means that the technique is effective in teaching speaking.

→ The effect size of the treatment (d)

To analyse the effect size of the treatment, the writer used the formula as follow:

$$d = \frac{M_e - M_c}{Pooled S}$$

Where:

d = effect size

M_e = the different score of pretest and posttest of experimental group

M_c = the different score of pretest and posttest of control group

$Pooled S$ = standard deviation of experimental and control group

Before calculating the effect size, it needs to calculate the Pooled S from both groups first, the computation was as follows:

$$Pooled S = \frac{(SD \text{ of Experimental Group} + SD \text{ of Control Group})}{2}$$

$$= \frac{(8.09 + 5)}{2} = \frac{13.09}{2} = 6.55$$

Therefore, the value of effect size was:

$$d = \frac{8.09 - 5.00}{6.55} = \frac{3.09}{6.55} = 0.47$$

The Effect Size is a measure of the effectiveness of the treatment. The result of effect size of the treatment is (0.99). According to Cohen (2007:521), (0.99 is ≥ 0.8) it was categorized as very strong. Therefore, the use of Socratic Seminar technique gives very strong effect toward the students' speaking achievement on hortatory exposition text to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014.

The summary of result of data analysis can be seen on the following table:

Table 2
Numerical Summary of Data Analysis on Students' Score in Experimental Group and Control Group

Group	Pretest Score (M_1)	Posttest Score (M_2)	Interval Score (MD)	Standard Deviation (S_d)	t test	Effect Size (d)
Experimental	67.65	79.12	11.47	8.09	-	-
Control	65.88	70.88	5.00	5.00	-	-
	-	-	6.47	-	10.44	0.99

Discussion

Based on the result of data analysis, it is proven that the students' score of speaking taught by using Socratic Seminar is better than taught by using conventional teaching technique. It means that the use of Socratic Seminar in teaching speaking gives strong effect to students' performance. Based on the observation, the writer found that students were really active and more enthusiastic in participating in Socratic Seminar activities. From the first, the second and the third treatment the writer found out that most of students involved actively in teaching learning process better and better. They were really enjoy in discussing and sharing the information about the text by applying the Socratic Seminar technique. It leads to better attention in learning and stimulate them to participate in learning process. Furthermore, based on the students' response the Socratic Seminar is enjoyable.

During this research was conducted, there was still a problem faced where in the early of the Socratic Seminar some of the students were lack of confidence. The students were uncertain because they feel afraid doing mistake in the seminar. This led the students tend to be silence. But then, along the seminar most of students seemed more confidence because they have already knew well the procedures of seminar by seeing the real example. Finally, when they have felt confident, they began to express their ideas to the other fluently. They were enthusiastic in discussing and sharing the information about the hortatory exposition text by applying the Socratic Seminar technique. That meant the treatment by using the Socratic Seminar technique in teaching speaking on hortatory text gives a strong effect toward the students' achievement.

CONCLUSION AND SUGGESTION

Conclusion

After having discussion of the previous part, the writer points out some conclusions. From the research findings and the discussions the result has answered the research question that the use of Socratic Seminar is effective in teaching speaking on hortatory exposition text to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014. Then, the use of Socratic Seminar technique significantly improves and gives very strong effect toward the students' speaking achievement on hortatory exposition text to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014. In brief, the use of Socratic seminar technique is effective to improve the students' ability in speaking hortatory exposition text to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014.

Suggestions

The success in teaching does not depend on the lesson program only, but the most important is how the teacher presents the lesson and uses appropriate techniques to manage the classroom to be more active. Regarding to the teaching speaking by using Socratic Seminar technique, the writer gives some suggestions as follows:

1. Based on the research conclusion, the technique that was used by the writer can help students to increase speaking ability on hortatory exposition text by expressing and sharing their ideas with the other students. Therefore, the teacher can apply the Socratic Seminar technique by providing appropriate and interesting materials.
2. For better performance, the teacher should make sure that the students are already well prepared with the material before doing the discussion because it will lead for better discussion in Socratic Seminar.

REFERENCES

- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. White Plains, New York: Addison Wesley Longman Inc.
- Cohen, L.(2007). *Research Method in Education*. New York: Routledge.
- Cresswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Merrill Prentice Hall.
- Ihda, N.A.(2012). *The Influence of Application Socratic Method with Images Media toward Student's Creative Thinking Skill*.Surakarta: Program Study Biology-TeacherTraining and Education Faculty. SebelasMaret University.
- Lawtie, F. (2004) .Problems during Speaking Activities in the Classroom cited in "Teaching Speaking Skills 2- Overcoming Classroom.Retrieved from http://www.teachingenglish.org.uk/think/speak/speak_skills2.shtml, accessed on February 16th, 2014.
- Muijs, D. (2004).*Doing Qualitative Research in Education*. London: SAGE Publication Ltd.
- Richard, C.J. (2008). *Teaching Listening and Speaking: From Theory to Practice*.New York:Cambridge University Press.
- Swanson, J. (2009). *Introducing to Socratic Seminar Challenging Students to Think for Themselves*. South Dakota: Memorial Midlle School.